

Annual Performance Report for Washington Central S.U. 2005 - 2006 School Year

Total Regular and Special Education Enrollment:	1689
Total Special Education Enrollment Ages 3 - 21:	187
Special Education Enrollment Ages 6 - 21:	171
Special Education Enrollment Ages 3 - 5:	16

Indicator 1, Graduation Rates: Percent of youth with IEPs graduating with a regular diploma compared to the percent of youth in regular education graduating with a regular diploma.

	Statewide Graduation Rate	State Performance Plan Target	S.U. Graduation Rate	Meets/Exceeds Target? [†]
Special Education	78.48%	80.00%	58.33%	No (-21.67%)
Regular Education	90.57%		89.17%	

Indicator 2, Dropout Rates: Percent of youth with IEPs dropping out of high school compared to the percent of youth in regular education dropping out of high school.

	Statewide Dropout Rate	State Performance Plan Target	S.U. Dropout Rate	Meets/Exceeds Target? [†]
Special Education	3.61%	4.61%	1.75%	Yes (2.86%)
Regular Education	3.00%		2.65%	

Indicator 3: Assessment Participation and Performance:

3A: Did Washington Central S.U. meet the Vermont Annual Yearly Progress (AYP) objectives for the disability subgroup?

% of Districts Meeting AYP Statewide	State Performance Plan Target	Did this District Achieve AYP? ¹
31.11%	93.00%	N/A

*** Indicates data has been suppressed in this cell in accordance with the Vermont DOE Student Support Team small "n" policy for public reporting. This policy is designed to prevent the release of potentially personally identifying student information and/or statistically unreliable information and is generally invoked when the number of students being reported in a cell is <11.

[†] N/A in this cell signifies that target data is not being reported for this Supervisory Union/District because there were too few students to meet the requirements of the Vermont DOE Student Support Team small "n" policy for public reporting.

¹ N/A in this cell signifies that an AYP determination was not made for this SU or town district: AYP is only calculated for town districts (not Supervisory Unions) and only for those town school districts (e.g. Burlington, Colchester, Springfield) that also meet the minimum "n" size requirement for making AYP determinations for the disability subgroup. For additional information on AYP determination requirements for the disability subgroup go to http://education.vermont.gov/new/html/pgm_accountability.html

3B: Assessment Participation rates for children with IEPs.

	Statewide IEP Participation Rate	State Performance Plan Target	S.U. IEP Participation Rate	Meets/Exceeds Target?
Math	98.37%	82.00%	98.95%	Yes (16.95%)
Reading	98.40%	82.00%	97.87%	Yes (15.87%)

3C: Assessment Proficiency rates for children with IEPs.

	Statewide IEP Proficiency Rate	State Performance Plan Target	S.U. IEP Proficiency Rate	Meets/Exceeds Target?
Math	19.24%	11%	26.32%	Yes (15.32%)
Reading	17.68%	26%	19.15%	No (-6.85%)

Indicator 4: Rates of suspension and expulsion for children with IEPs:

4A: Has Washington Central S.U. met the target (not been identified) by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year?

% SUs Identified Statewide	State Performance Plan Target	Meets Target (not identified)?
1.66%	0%	Yes

4B: Has Washington Central S.U. met the target (not been identified) by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity?

% SUs Identified Statewide	State Performance Plan Target ²	Meets Target (not identified)?
0%	New Indicator	Yes

² These are baseline data for school year 2005 - 06, the first year these data were collected. As a result, no targets have been set for 2005 - 06. Targets have been set for 2006 - 07 (0%) and performance against these targets will be reported on in the Annual Performance completed on February 1, 2008.

Indicator 5, Ages 6 - 21 Educational Environments:

5A: Percent of children with IEPs removed from regular class less than 21% of the day.

	Statewide % Removed < 21% of day	State Performance Plan Target	S.U. % Removed < 21% of Day	Meets/Exceeds Target? [†]
Ages 6 - 21 w/IEPs	77.89%	80.00%	83.93%	Yes (3.93%)

5B: Percent of children with IEPs removed from regular class greater than 60% of the day.

	Statewide % Removed > 60% of Day	State Performance Plan Target ³	S.U. % Removed > 60% of Day	Meets/Exceeds Target? [†]
Ages 6 - 21 w/IEPs	8.59%	8.00%	***	(N/A)

5C: Percent of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements.

	Statewide % in Non-Inclusive Environments	State Performance Plan Target ⁴	S.U. % in Non-Inclusive Environments	Meets/Exceeds Target? [†]
Ages 6 - 21 w/IEPs	5.81%	5.50%	***	(N/A)

Indicator 6, Ages 3 - 5 Educational Environments: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

	Statewide % in Inclusive Environments	State Performance Plan Target	S.U. % in Inclusive Environments	Meets/Exceeds Target? [†]
Ages 3 - 5 w/IEPs	76.93%	76.29%	***	(N/A)

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³ This target is from the State Performance Plan for the 2006 - 2007 year because the original target for the 2005 -06 school year was not designed to allow for individual analysis of Indicator 5B, or 5C. For complete information, please see the Annual Performance Report for FFY 2005 beginning on page 23 and the Revised State Performance Plan for FFY 2005 beginning on page 36. Both documents are available online at http://education.vermont.gov/new/html/pgm_spd/pubs.html

⁴ See note 3, above.

Indicator 7, Preschool Childhood Outcomes⁵:

7A. Percent of preschool children with IEPs who demonstrate improved positive social-emotional skills (including social relationships).

7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy).

7C. Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

Knowledge & Skills	Statewide % of Children w/ Improvement	State Performance Plan Target	S.U. % of Children w/ Improvement	Meets/Exceeds Target?
Social-Emotional	New Indicator	New Indicator	New Indicator	New Indicator
Acquisition	New Indicator	New Indicator	New Indicator	New Indicator
Behaviors	New Indicator	New Indicator	New Indicator	New Indicator

Indicator 8, Parent Involvement⁶: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

	Statewide % of Parents Reporting Involvement	State Performance Plan Target	S.U. % of Parents Reporting Involvement	Meets/Exceeds Target?
Overall	28.00%	New Indicator	27.00%	New Indicator
Parents w/ Children Grades K - 12	26.00%	New Indicator	22.00%	New Indicator
Parents w/ Children in Preschool	46.00%	New Indicator	***	New Indicator

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⁵ This was a new indicator for the 2005 - 06 school year; therefore there is no outcome data to report. Early childhood entry performance data collected in 2005-2006 will be used with exit data being collected in FFY 2006 to determine outcome data used to report on this indicator in the Annual Performance Report due on February 1, 2008 for the 2006 - 07 school year.

⁶ These are baseline data for school year 2005 - 06, the first year these data were collected. As a result, no targets have been set for 2005 - 06. Targets have been set for 2006 - 07 and performance against these targets will be reported on in the Annual Performance completed on February 1, 2008.

Indicator 9, Disproportionality by Race and Ethnicity⁷: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

% SUs Identified Statewide	State Performance Plan Target	Meets Target (not identified)?
0%	New Indicator	Yes

Indicator 10, Disproportionality by Race, Ethnicity and Disability⁸: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

% SUs Identified Statewide	State Performance Plan Target	Meets Target (not identified)?
0%	New Indicator	Yes

Indicator 11, Eligibility Determination Timeliness: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

Statewide % Evaluated = 60 Days	State Performance Plan Target ⁹	S.U. % Evaluated = 60 Days ¹⁰	Meets Target? ¹¹
69.74%	100%	N/A	(N/A)

Indicator 12, Part C to Part B Transition: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Statewide % Found Eligible < Age 3	State Performance Plan Target	S.U. % Found Eligible < Age 3	Meets Target? ¹²
86.44%	100%	***	(N/A)

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⁷ These are baseline data for school year 2005 - 06, the first year these data were collected. As a result, no targets have been set for 2005 - 06. Targets have been set for 2006 - 07 and performance against these targets will be reported on in the Annual Performance completed on February 1, 2008.

⁸ See note 7, above.

⁹ These are baseline data for school year 2005 - 06, the first year these data were collected. However, for this indicator targets are required to be set at 100% by U.S. Department of Education Office of Special Education Programs.

¹⁰ N/A in this cell signifies that the Supervisory Union/District was not monitored on this indicator during the reporting period.

¹¹ N/A in this cell signifies that the Supervisory Union/District was not monitored on this indicator during the reporting period or there were too few students to meet the requirements of the Vermont DOE Student Support Team small "n" policy for public reporting.

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Indicator 13, Post-Secondary Transition Goals: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

Statewide % Youth w/ IEP Goals	State Performance Plan Target ¹³	S.U. % Youth w/ IEP Goals ¹⁴	Meets Target? ¹⁵
76.36%	100%	N/A	(N/A)

Indicator 14, Post-Secondary Outcomes¹⁶: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Statewide % Youth w/ IEP Goals	State Performance Plan Target	S.U. % Youth w/ IEP Goals	Meets/Exceeds Target?
New Indicator	New Indicator	New Indicator	New Indicator

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¹⁶ This was a new indicator for the 2005 - 06 school year; therefore there is no outcome data to report. Post-secondary outcome data collected during 2006 - 07 for leavers from 2005-06 will be used to determine those data used to report on this indicator in the Annual Performance Report due on February 1, 2008.